

HISTORY

*in the
National Curriculum
in Wales*



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FOR WALES



Cynulliad Cenedlaethol Cymru
The National Assembly for Wales

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HISTORY

FOREWORD

This document sets out the revised National Curriculum for history in Wales.

● The structure of the National Curriculum

The National Curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of four **key stages**, which are broadly as follows*:

	Pupils' ages	Year groups
Key Stage 1	5 – 7	1 – 2
Key Stage 2	7 – 11	3 – 6
Key Stage 3	11 – 14	7 – 9
Key Stage 4	4 – 16	10 – 11

In Wales, the following **subjects** are included in the National Curriculum at the key stages shown:

Key Stages 1 and 2	English (except at Key Stage 1 in Welsh-speaking classes), Welsh, mathematics, science, technology (design and technology and information technology) history, geography, art, music and physical education
Key Stage 3	as at Key Stages 1 and 2, plus a modern foreign language
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, **programmes of study** set out what pupils should be taught and, for Key Stages 1 to 3, **attainment targets** set out the expected standards of pupils' performance.

At the end of Key Stages 1, 2 and 3, standards of pupils' performance are set out in eight **level descriptions** of increasing difficulty, with an additional description above level 8 to help teachers in differentiating exceptional performance.

* The key stages are defined precisely in section 355 of the Education Act 1996

At **Key Stage 4**, external qualifications are the main means of assessing attainment in the National Curriculum. The National Assembly for Wales publishes annually the list of qualifications that, under Section 400 of the Education Act 1996, are approved for use with pupils of compulsory school age.

● Access for all pupils

The revised National Curriculum provides teachers with greater flexibility to respond to the needs of pupils with identified special educational needs, including gifted and talented pupils. The statement on access for all pupils in the section on Common Requirements increases the scope for teachers to provide such pupils with appropriately challenging work at each key stage.

● Implementation dates

The revised programmes of study and attainment target for history become legal requirements by means of an Order made by the National Assembly of Wales and come into effect on 1 August 2000 for all year groups in Key Stages 1, 2 and 3.

From this date the existing National Curriculum for history is superseded.

National Assembly for Wales

January 2000

COMMON REQUIREMENTS

Access for all pupils

The programme of study for each key stage should be taught to the great majority of pupils in the key stage, in ways appropriate to their developing maturities and abilities.

For those pupils who may need the provision, material may be selected from earlier key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age and experience.

For gifted and talented pupils material should be presented in ways which encourage further enquiry, research, problem solving and creative thinking. Material from later key stage programmes of study may be used to enable such pupils to make further progress.

Appropriate provision should be made for pupils who need to use:

- means of communication other than speech, including computers, technological aids, signing, symbols or lip-reading
- non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information
- technological aids in practical and written work
- aids or adapted equipment to allow access to practical activities within and beyond school.

Appropriate provision should be made for pupils whose first language is not English or Welsh.

Judgements made in relation to the level descriptions should allow for the provision above, where appropriate.

Referencing

The numbers throughout the programmes of study are for referencing purposes only and do not necessarily indicate a particular teaching sequence or hierarchy of knowledge, understanding and skills.

Examples

Examples printed in italics are non-statutory.

Teachers should provide opportunities, where appropriate, for pupils to develop and apply the following common requirements through their study of history. The number and range of such opportunities are for teachers to determine in the context of their school's scheme of work.

Where a statement or section of a programme of study is explicitly linked to a particular common requirement, this is indicated by means of one of the symbols below. The use of the symbol indicates that teaching the identified aspect of the subject will, at the same time, contribute to the common requirement.



Curriculum Cymreig

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.



Communication Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety of media.



Mathematical Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their knowledge and skills of number, shape, space, measures and handling data.



Information Technology Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their IT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence.



Problem-Solving Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.



Creative Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their creative skills, in particular the development and expression of ideas and imagination.



Personal and Social Education

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education.

KEY STAGE 1 Programme of Study

Focus Statement

At Key Stage 1, pupils should be given opportunities to develop an awareness of the ways in which the past is different from the present. They should be taught to develop an awareness of chronology, of different types of historical sources and to communicate their knowledge and understanding in a variety of ways.

1. Chronological Awareness

Pupils should be taught to:

- 1. sequence events and objects
- 2. use common words and phrases relating to the passing of time, *e.g. old, new, before, after, long ago, days of the week, months and years.*

2. Historical Knowledge and Understanding

Pupils should be taught:

- 1. about the past through stories from different periods and cultures, including stories about historical events in Wales, Britain and other countries and eye-witness accounts of historical events
- 2. to recognise why people did things, why events happened and what happened as a result, *e.g. by discussing stories about characters from Welsh history such as Saint David, Gerald of Wales, Lady Charlotte Guest, Laura Ashley*
- 3. to identify differences between ways of life at different times.

3. Interpretations of History

Pupils should be taught to:

- 1. identify different representations of the past, *e.g. illustrations from books, display posters, museum displays, television programmes, plays, reproductions of objects.*

4. Historical Enquiry

Pupils should be taught to:

- 1. find out about the past from a range of historical sources, including artefacts, buildings and sites, adults talking about their own past, visual sources, *e.g. pictures, paintings, photographs and films, songs, books and other written sources*
- 2. ask and answer questions about the past, *e.g. by interviewing grandparents and other adults, choosing questions to ask about sources.*

5. Organisation and Communication

Pupils should be taught to:

- 1. communicate their knowledge and understanding in a variety of ways, *e.g. acting out an episode from the past creatively through drama and dance, making models, using ICT to write captions for objects, writing about a past event.*

They should be taught about:





- changes in their lives and those of adults and localities familiar to them
- people and events from both the history of their own area and that of Wales, Britain and other countries.

KEY STAGE 2 Programme of Study

Focus Statement


At Key Stage 2, pupils should be given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 1. Pupils should be given opportunities to develop an awareness of the characteristics of different periods in the past, from earliest times to the present, and the ways in which they are different from each other. They should be taught about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They should be helped to develop their understanding of chronology, to use a range of historical sources, including representations and interpretations of the past, and to organise and communicate their knowledge, understanding and skills in an increasing variety of ways.

Pupils should be taught about the following:

-  **Life in Early Wales and Britain**
Pupils should be taught about the early history of the British Isles (**either** the earliest peoples **or** Iron Age Celtic society **or** the Romans). They should be taught about the ways in which its societies were shaped by different people and factors, and about the ways of life in the societies studied.
-  **Life in Wales and Britain in either Tudor or Stuart Times**
Pupils should be taught about the early modern history of Wales and Britain. They should be taught about the way of life of people at all levels of society, illuminated by a study of significant individuals and well-documented events of the period, *e.g. Bishop William Morgan and the Welsh Bible, the Civil War.*



1. Chronological Awareness

Pupils should be taught to:

-  1. use chronological frameworks
- 2. use conventions which describe the passing of time, *e.g. BC, AD, century, decade.*


2. Historical Knowledge and Understanding

Pupils should be taught:

-  1. about the characteristics of the periods studied and the diversity of experience within each one
-  2. to identify and describe the main events, situations and changes within and across periods
- 3. to identify the causes and consequences of some events and changes.



3. Interpretations of History

Pupils should be taught to:

-  1. identify the different ways in which the past is represented and interpreted, *e.g. in films and television programmes, museums, artists' reconstructions, historians' views*, and to suggest reasons for these.

4. Historical Enquiry


Pupils should be taught to:


-  1. use a range of sources including representations, interpretations and, where appropriate, ICT to investigate historical topics
-  2. ask and answer questions about the past.

5. Organisation and Communication

Pupils should be taught to:

-  1. select, recall and organise historical information, *e.g. group material from different sources under headings, organise material for a wall display*
- 2. use appropriate vocabulary *e.g. trade, agriculture, invention, archaeology, saint, factory system, public health*
-  3. present results with increasing independence in a variety of ways, including visual and oral presentations, extended writing and the use of ICT.

-  **Life in Modern Wales and Britain**
Pupils should be taught about the history of Wales and Britain in the nineteenth and early twentieth centuries, including the ways of life of people in the country and in an industrialised area of Wales. They should be given opportunities to compare this with life in **one** contrasting period of the twentieth century, *e.g. the Second World War.*

-  **A Historical Topic in a Local Context**
Pupils should be taught to investigate in depth one historical topic in a local context, *e.g. a long-term study of changes in population, industry, agriculture, transport or education or the history and changing function of a local castle or church, or a short-term study of one important event such as the effect of a war or of an epidemic on the locality, the causes and effects of a local conflict such as the Rebecca Riots or the Tithe Wars.*



Pupils should be taught about **change and development** in at least one aspect of life, **either** houses and households **or** food and farming **or** writing and reading **or** transport by land or sea, over all the periods studied.

KEY STAGE 3 Programme of Study

Focus Statement


At Key Stage 3 pupils should be given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 2. They should be taught, in chronological order, about the main political, economic, social and cultural features of selected periods from the histories of Wales and Britain during the last millennium. They should be given opportunities to place these developments in context by studying aspects of European and world history, of the historical experiences of the countries which make up the British Isles, and of the history of their own locality. They should be taught about the diversity of people's experience in each selected period and helped to develop their understanding of causation and change over time. They should have opportunities to study aspects of the past in depth and the spiritual and moral values of the periods studied. They should have opportunities to establish their sense of chronology and to use and evaluate a range of historical sources and interpretations. They should communicate and record their knowledge and understanding with increasing independence.

Pupils should be taught about the following:

-  **Wales and Britain in the Medieval World, c.1000–1500**
Pupils should be taught about some of the characteristic features of medieval society and the particular significance of the period for the history of Wales. They should be taught about pre-Norman Wales and England c.1000 and the impact of the Normans, about aspects of medieval society, the role of the church and the international dimension of the medieval world, including a study in depth of one international aspect.
-  **Wales and Britain in the Early Modern World, c.1500–1760**
Pupils should be taught about some of the major political and religious changes which shaped the history of Wales and Britain in this period. They should be taught about the changes in institutions such as the church, the monarchy and Parliament, and the effects these had on Wales. They should have the opportunity to study in depth **either** one international aspect of life in this period **or** one aspect of its social and economic life.




1. Chronological Awareness

Pupils should be taught to:

-  1. place events, people and changes within their wider chronological framework
- 2. use conventions which describe historical periods and the passing of time.


2. Historical Knowledge and Understanding

Pupils should be taught to:

-  1. analyse the characteristic features of the periods, situations and societies studied and the diversity of experience within each one
-  2. describe, analyse and explain the causes and consequences of the historical events, situations and changes studied
-  3. make comparisons and connections between the main events and developments studied, both within and across periods
- 4. assess the significance of the main events, people and changes studied.




3. Interpretations of History

Pupils should be taught to:

- 1. consider how and why some historical events, people and changes have been interpreted differently
-  2. apply their historical knowledge to analyse and evaluate interpretations.


4. Historical Enquiry


Pupils should be taught to:


-  1. investigate historical topics independently using a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistics and other numerical data, interpretations and representations and, where appropriate, ICT
-  2. ask and answer significant questions
- 3. select sources and collect relevant information from them
- 4. record and evaluate the information acquired
-  5. reach reasoned conclusions.


5. Organisation and Communication

Pupils should be taught to:

- 1. select, recall and organise historical information with increasing independence and accuracy
- 2. use the necessary vocabulary to help them understand the historical issues and developments studied, and to apply the appropriate terms and ideas to explain different historical events and features
-  3. communicate with increasing independence in a variety of ways, including extended writing, visual and oral presentations and different uses of ICT.

-  **Wales In Industrial Britain, c.1760–1914**
Pupils should be taught about the social, economic and technological transformation of Wales and Britain during a period of industrialisation, its effects, and the social, cultural, religious and political responses to them in Wales and Britain. Pupils should be given opportunities to study in depth at least one related topic.

-  **The Twentieth-Century World**
Pupils should be taught about aspects of twentieth-century world history. They should be taught about some major events and developments which have shaped the modern world, through studies of the impact of world war and changes in twentieth-century society, including the role of significant individuals. Where appropriate, this should include the impact of these events and developments on Wales.

-  **An Aspect of Local History**
Pupils should be taught about an aspect of local history, which should be a study of the local community for a defined historical purpose over a specific timespan, making use of locally accessible historical sources. It should, where appropriate, deal with matters raised by other study units in the programme of study but avoid duplication with the local study unit undertaken at Key Stage 2.

One Historical Theme

Pupils should be taught **one** historical theme in depth from those listed below. The theme should cover one example in depth and make contrasts and connections with other examples which illustrate the theme. The theme must be chosen from the following: Explorations and encounters; War and society; The world of work; Revolutions; Frontiers; Migration and emigration; Empires; Sport and society.

ATTAINMENT TARGET

Level Descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 1, the performance of the great majority of pupils should be within the range of Levels 1 to 3, by the end of Key Stage 2 it should be within the range 2 to 5 and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

Attainment Target: History

Level 1

Pupils show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by sequencing a few events and objects and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past, and to find answers to simple questions from sources. They recognise and group items of information to communicate their awareness of the past.

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They answer questions about the past by making simple observations from historical sources. They are beginning to select, organise and communicate items of information about the past.

Level 3

Pupils show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes drawn from the appropriate programme of study. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They ask and answer questions about the past by using historical sources, and select, organise and communicate historical information in a variety of ways.

Level 4

Pupils' work shows knowledge and understanding of aspects of the history of Wales and Britain and other areas of content drawn from the Key Stage 2 or Key Stage 3 Programme of Study. They use this to describe the characteristic features of past societies and periods and to identify changes within and across periods. They describe some of the main events, people and changes. They give some of the causes and consequences of the main events and changes. They show how some aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from historical sources. They are beginning to produce structured work, making appropriate use of dates and terms.

Level 5

Pupils' work shows an increasing depth of knowledge and understanding of aspects of the history of Wales and Britain and other areas of content drawn from the Key Stage 2 or Key Stage 3 Programme of Study. They use this to describe, and to begin to make links between, features of past societies and periods. They describe events, people and changes. They describe and make links between the relevant causes and consequences of events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to evaluate historical sources and identify those which are useful to answer specific questions. They select and organise information to produce structured work, making appropriate use of dates and terms.

Level 6

Pupils use their knowledge and understanding of the history of Wales and Britain and other areas of content, drawn from the Key Stage 3 Programme of Study, to describe past societies and periods and to make links between features within and across periods. They examine, and are beginning to analyse, the causes and consequences of events and changes. Pupils describe and are beginning to explain different historical interpretations of events, people and changes. They suggest lines of enquiry, and identify and evaluate historical sources which they use critically to reach and support conclusions. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

Level 7

Pupils make links between their outline and detailed knowledge and understanding of the history of Wales and Britain and other areas of content drawn from the Key Stage 3 Programme of Study. They use this to analyse relationships between features of a particular period or society and to analyse the causes and consequences of events and changes. They explain how and why different historical interpretations have been produced. Pupils are beginning to show independence in following lines of enquiry. They identify and evaluate historical sources, which they use critically in relation to specific questions. They are beginning to reach substantiated conclusions independently. They select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.

Level 8

Pupils use their outline and detailed knowledge and understanding of the history of Wales and Britain and other areas of content drawn from the Key Stage 3 Programme of Study to analyse the relationships between events, people and changes, and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are set in their wider historical context. They analyse and explain different historical interpretations, and are beginning to evaluate them. Using their knowledge and historical sources critically, they carry out enquiries about historical topics and independently reach substantiated conclusions. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.

Exceptional Performance

Pupils use their extensive and detailed knowledge and understanding of the history of Wales and Britain and other areas of content drawn from the Key Stage 3 Programme of Study to analyse relationships between a wide range of events, people, ideas and changes and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are well substantiated and set in their wider historical context. They analyse links between events and developments which took place in different countries and in different periods. They make balanced judgements about the value of differing interpretations of historical events and developments in relation to their historical context. Drawing on their historical knowledge and understanding, they use historical sources critically, carry out enquiries about historical topics and independently reach and sustain substantiated and balanced conclusions. They select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.

